

Rosebuds Childminding Child Minding

Lanark

Type of inspection:
Unannounced

Completed on:
18 March 2026

Service provided by:
Kayleigh Smith

Service provider number:
SP2023000165

Service no:
CS2023000261

About the service

Kayleigh Smith operates Rosebuds Childminding from their family home in the Forth area of Lanark.

The childminder is registered to provide a care service to a maximum of six children aged up to 16. Numbers are inclusive of members of the childminder's family.

Children have the use of the playroom, dining room, kitchen and bathroom on the lower ground floor of the house. They also have supervised access to a large, enclosed back garden.

The home is within a rural setting.

About the inspection

This was an unannounced inspection which took place on 26 February 2026 between 12:00 and 14:25. Feedback was given to the childminder by phone on 18 March 2026. The inspection was carried out by one inspector from the Care Inspectorate. This was the childminder's first inspection. There was one young child attending the service plus the childminder's own baby. The childminder had four children on her roll.

To prepare for the inspection, we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service, we:

- spoke/spent time with one child, aged two, using the service and spoke with their parent
- received feedback from six parents who returned our questionnaires
- spoke with the childminder
- assessed core assurances including the physical environment
- observed practice and daily life
- reviewed documents.

Key messages

- The child was relaxed and happy and had lots of fun as they played.
- The childminder provided a bright, stimulating and fun environment that enabled the child to climb, jump and run. This encouraged child-led play, gave them the freedom to make choices, build confidence and nurtured their curiosity.
- The childminder, children and their parents had formed very good relationships.
- The childminder had undertaken a range of training which linked to the needs of the children as well as their own personal learning and development.
- The childminder should review the documentation they hold for the children to ensure that all sections have been completed in full, signed and dated.
- The childminder should review and update their risk assessments.
- To keep their knowledge up-to-date, the childminder should download or view the updated information on infection prevention and control from the Public Health Scotland website.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

The childminder shared their vision, aims and values with parents during the settling-in process. This outlined how the service would operate and how parents and children could be involved in shaping the service. For example, the childminder aimed to "provide a happy, warm, secure, safe and nurturing environment. Where children can learn and grow ... working with parents to ensure the child and parent are both happy and comfortable within my service."

The childminder had built strong, positive relationships with families from the start. They used feedback from parents and children to plan how to meet the children's ongoing needs, wishes, and choices. We found that the childminder was experienced and confident in their role. They cared deeply about the children and families using their service. Parents told us:

"Good communication, accommodating."

"Completed the paperwork ... The settling-in time offered reassurance and eased them into the service."

The childminder encouraged an ethos of learning through play. We saw that the child was happy, relaxed and joyful. They were fully engaged and had fun as they played in the warm, homely and bright playroom. The childminder nurtured and cared for them with gentle kindness.

The childminder took part in a range of training as part of their ongoing learning. This included child protection, first aid, food hygiene, an introduction to childminding and child-led planning. They held an SCQF Level 5 in Playwork and Childcare. Their childcare experience and continued learning strengthened their skills and knowledge. This enabled them to build positive relationships, support children's wellbeing and improve the quality of children's experiences and outcomes.

The childminder valued parents' views and kept in regular contact with them. They used both formal and informal communication to share information. This approach allowed parents to influence the care their children received and ensured that their feedback shaped their children's experiences.

The childminder understood the importance of evaluating their service to support ongoing improvement. They had begun to put formal and informal processes in place and acknowledged that this was a work in progress.

The childminder supported children's ongoing learning and development by listening to them and observing what they enjoyed and were interested in. We saw that the childminder sought and displayed children's ideas and thoughts about the service. They used this feedback to plan activities and outings. The childminder had built strong, positive relationships with children and their families. This approach helped children feel confident and supported in their play and learning.

Overall, we found that the childminder had created a caring and responsive service in which children had fun and thrived. They had reflected on their practice. The improvements they had identified focused on meeting children's individual needs and helped them continue to improve the service.

A parent shared with us: "My [child] enjoys going to Rosebuds. [They] feel safe and well looked after. Kayleigh offers good communication, which is reassuring when my child is in their care. She offers a fun and safe environment."

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high-quality spaces

We evaluated this quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

We found that the childminder had created a warm, comfortable and welcoming environment where children could play and relax. There was good natural light, with ample space for children to move around, have fun and learn. The homely environment was bright and spacious. Safety measures were in place. These approaches helped ensure that the house was safe, secure and well-maintained. This gave a strong message to children that they were valued and mattered.

A parent told us: "Safe, reliable, fun, homely."

The childminder was flexible with the layout and space within the playroom. We saw that the child influenced and shaped their experience. They directed their play, selected toys, made choices and acted independently within safe boundaries. The childminder listened to the child, responded warmly to them and respected their views.

The childminder kept the child safe while still providing them with opportunities for challenging and enjoyable play. She balanced safety with positive risk-taking, which helped the child build confidence and resilience. We saw that the child used their imagination to build structures using large soft play shapes. They really enjoyed the freedom to play in the ball pool, balance, jump and run.

The childminder provided the child with a range of activities and experiences that were fun, exciting and challenging. These reflected their current interests, developmental stages and learning needs. We saw that the child was fully engaged, very happy and joyful.

Children had regular opportunities to play outdoors and get fresh air in the large, enclosed back garden. A good range of toys and equipment was in place for the children to play with.

A parent said: "One of my favourite things about Kayleigh's house is the garden, she has so many fun outdoor toys. In the summer, [child] enjoys picking fruit and veg and also looking in the pond at the fish. She also takes them to the local park and on nature walks."

The childminder kept a daily record of the number of children attending the service. They had a set of risk assessments for their home and outdoor activities. This helped them to reduce risk and make the environment safe for children. We noted that the risk assessment documentation needed additional

information to make it more robust and relevant to the service (see area for improvement 1).

The childminder had policies and procedures which helped them to reduce the spread of infection and keep children safe. The home was clean and well-maintained. Handwashing and nappy-changing procedures, including the use of personal protective equipment (PPE), were in place. These approaches helped to support good infection prevention and control. To keep their knowledge up-to-date, the childminder should download and view the updated information on infection prevention and control from the Public Health Scotland website - Health protection in children and young people settings, including education: <https://publichealthscotland.scot/publications/health-protection-in-children-and-young-people-settings-including-education>

The childminder was registered with the Information Commissioner's Office (ICO). They had procedures in place to keep children's personal information confidential and secure.

Areas for improvement

1. The childminder should continue to review and improve the range of risk assessments to make them robust and cover all aspects of the childminding service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

The childminder provided a service which put the children at the centre of what they did. The easily accessible toys and activities were linked to their current interests.

The child confidently selected toys and games that interested and challenged them. They enjoyed building with bricks and playing in the ball pool. They spent a considerable amount of time happily organising the large soft play shapes and stairs, then climbing and balancing on them. The child told us, "I go to Bookbug." They liked the park, the swings and the slide.

The child was fully involved in deciding what they wanted to do. They received praise, warmth, cuddles and encouragement from the childminder.

A parent told us: "She [childminder] is brilliant. [Child] dotes on her. Has a lovely bond with her, nice and comfortable ... warm, loving and caring."

The child had numerous opportunities to develop their language and literacy skills. They chatted to the childminder. Counted as they played with the bricks, building a tower and while arranging the soft play. This helped them learn numbers, shapes and colours. They were happy and relaxed as they energetically ran around the playroom, climbing, jumping and building. The child had lots of fun and was confident in their play. They chatted to us in short phrases and happily showed us their toys. A parent told us:

"Good range of activities, toys and educational resources available."

The childminder knew the child very well and understood what they enjoyed doing. They encouraged the child's independence through a range of interesting activities. The childminder spoke to them warmly, praising them with phrases like "good help" and "good tidy upper." The child really enjoyed their play. The activities were chosen and led by the child. This included quiet and noisy play. These actions demonstrated a lovely bond between the childminder and child and showed that the childminder genuinely cared for them.

The childminder had a large garden that the children regularly used for fun activities and physical play. This gave them lots of opportunities for fresh air. They went regularly to the park, playgroup and other places of interest. This showed us that they had interesting experiences within the home and community. A parent shared:

"Kayeigh has a big outside space for safe play."

The childminder regularly shared children's achievements with families. Feedback from parents and children helped them plan activities and experiences to support the next steps in the children's learning and development journey. The childminder was developing evaluation procedures and quality assurance documents that will link to the children's play and learning. These approaches underpinned the child-centred care and support the childminder provided to the children.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

We found that the childminder had good processes in place which helped them get to know the families and children, as well as their individual needs and routines.

The child was very happy and relaxed and had fun as they played. We saw they were engaged in a range of interesting activities and really enjoyed being with the childminder. The childminder had a good understanding of child development and ensured that their approach promoted the child's independence, supported their emotions and helped develop their social skills. They were nurturing, loving, caring and kind towards the child. They praised and encouraged them, listened to and chatted with them and played with them. The childminder understood the individual needs of the children in their care and responded to them positively. A parent told us:

"Good range of activities, toys and educational resources available ... She [childminder] offers a fun and safe environment."

The childminder kept parents involved in their child's care and daily activities by building warm, positive relationships, chatting with them at drop-off and pick-up and staying in touch using WhatsApp and sending regular updates. This helped parents to feel connected and to celebrate their child's progress and achievements.

"It's fun and plentiful of activities. My [child] feels their childminder is kind and feels well looked after. We never have any issues with pick-ups or drop-offs. Rosebuds is reliable and trusting."

"Feedback given after each session."

"Should I have any questions, I'm always welcome to discuss."

The childminder undertook a range of training to support the children's nurture and care needs and help keep them safe. This included child protection and first aid.

The childminder had a medication procedure in place, which helped ensure she stored and administered medication safely for the children in her care. We gave them a copy of the updated Management of medication in daycare of children and childminding services (July 2025) to ensure that they had the most recent version.

Each child had a written care plan. This helped the childminder support the children and take account of their needs, routines, wishes and choices. Parents were involved in reviewing and updating their child's plan. The childminder and parents regularly shared information, and this helped keep the children's individual needs current. We sampled a range of information which made up a child's personal plan. We found that some of the sections were not fully completed or signed and dated. We discussed this with the childminder who agreed to ensure that all sections were complete and signed (see area for improvement 1).

The childminder understood the importance of sleep and rest for children's development and wellbeing. Regular discussions with parents about their child's sleep or rest supported each child's needs and respected the family's wishes.

The childminder respected each child's privacy and dignity when giving personal care. We observed that good handwashing procedures were in place and the childminder had appropriate personal protective equipment (PPE). These approaches helped to support good infection prevention and control practices. To keep their knowledge up-to-date, the childminder should download and view the information on infection prevention and control from the Public Health Scotland website.

Areas for improvement

1. The childminder should review and update the written information that makes up each child's personal plan to ensure that all sections are fully completed, appropriately dated, and signed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

Complaints

There have been no complaints upheld since the service registered. Details of upheld complaints are published at www.careinspectorate.com

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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